

**Texas Education Agency
Standard Application System (SAS)**

2018–2020 School Transformation Fund - Implementation		
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here.</small>
Grant Period:	July 9, 2018 to July 31, 2020	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY 29 2018 PM 1:55 PLACE DATE STAMP HERE </div>
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Winters ISD	200-904	Winters Junior High School/041	
Vendor ID #	ESC Region #	DUNS #	
1756002796	15	045117314	
Mailing address		City	State ZIP Code
603 North Heights Street		Winters	TX 79567-4003
Primary Contact			
First name	M.I.	Last name	Title
Kathy	D.	Horner	Dean of Students
Telephone #	Email address		FAX #
(325) 754-5516	kathy.horner@wintersisd.org		(325) 754-5374
Secondary Contact			
First name	M.I.	Last name	Title
Randy	A.	Gartman	Principal
Telephone #	Email address		FAX #
(325) 754-5516	randy.gartman@wintersisd.org		(325) 754-5374

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Bruce	W.	Davis	Superintendent of Schools
Telephone #	Email address		FAX #
(325) 754-5574 ext:2001	bruce.davis@wintersisd.org		(325) 754-5374
Signature (blue ink preferred)	Date signed		

5-29-2018

701-18-112-012

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Via telephone/fax/email (circle as appropriate)

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement:

Winters Junior High School has been identified as a 2017–2018 Priority School campus that demonstrates great need for assistance in developing and implementing a school redesign that provides a balanced rigorous academic atmosphere and transforms the campus through the lens of STEAM-focused activities integrated into the facilitation of the district-created learning innovation framework with the School Transformation Redesign Partner's patented learning innovation framework design process. The learning framework is driven by a coaches academy, a trainer-of-trainers model that provides training and resources necessary to build internal capacity and sustain the transformed learning platform. The coaches academy provides a team of administrators and teacher leaders with the resources, tools, and personalized coaching to design campus-specific professional development to monitor, adjust, and maintain the campus systems necessary to continue strengthening classroom environment and culture. In a two-year gradual release model, the campus instructional leadership team participate in research-based training to master the skills that build capacity for addressing the purpose, process, product, place, and partnerships critical to providing the school environment that most positively impacts student performance and family/community engagement. The campus will evolve from teacher-centered instruction to student-centered learning with students becoming more independent, taking ownership in their education, and performing at higher academic levels with a shared responsibility model that includes students, families, teachers, administrators, and the community. Utilizing funds obtained from the School Transformation Grant, the district will implement the Transformation Implementation Redesign model to make comprehensive changes in the instructional model. In particular, grant funds will be utilized to increase the effectiveness of teachers and campus leaders, improve instruction through targeted professional development, implement evidence-based instructional strategies, create community-oriented schools, and provide operational flexibility to schools. The campus will also build capacity with city leaders to develop a learning organization that is a student-centered and welcoming pillar of the local community to attract quality staff. This will meet the campus and district goals of having students engaged in lessons and activities that apply 21st-century skills in STEAM-specific fields of study and create an atmosphere where student choice is a key component of exploratory learning.

Budget:

The costs reflected in the budget are appropriate for the expected results. The campus developed goals and milestones build capacity in teachers to develop and facilitate instruction in the implementation of the STEAM Academy in a district-created learning innovation framework facilitated by the School Transformation Redesign Partner which should result in higher student performance outcomes as well as building community. The campus, with district support, researched evidence-based practices that have been successful in improving outcomes in demographics that are comparable to Winters Junior High School in another STEAM middle school. The campus determined the amount of funds needed to provide appropriate assessments, professional development, and coaches academy training and School Transformation Redesign Partner follow-up coaching in the district-created learning innovation framework, travel, and program management. The processes provided the campus with an accurate understanding of the amount of grant funds needed to meet the defined goals of the application.

Demographics:

Needs assessment findings using the 2017 TAPR report revealed a high percentage (18.4%) of beginning teachers and 40% of teachers with less than five (5) years of experience compared to the State averages of 7.8% and 28% respectively. The findings further disclosed that only 3.6% of teachers held a Master's Degree or above compared to the State average of 24.2%. The lack of experience in the teachers directly impacts the performance of the students. For example, only 61% of the students met the minimum standard on all STAAR tests, which is 14% below the State's average of 75%. The achievement gap is even more pronounced for student group scores in Hispanic (56%), Economically Disadvantaged (53.0%), ELL (35%), and SPED (16%). The lack of achievement may be directly attributed to the percentage of students that have been defined as Economically Disadvantaged (60.7%), At-Risk (69.3%), ELL (5.7%), and/or SPED (62.7%). Low-socioeconomic percentage in a high Hispanic population with language barriers (64.3%), the high percentage of students with years of learning gaps, and student apathy contribute to lower performance of the campus on State assessments. Transforming the campus through an engaged and blended learning approach will impact a renewal of excitement for learning and build a common community of learners within the school and throughout the community.

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Needs:

The Principal and Dean of Students will determine the needs assessment process and collaborate with the Superintendent in review and revisions when indicated. When areas of weakness are identified, the campus administrators will review the processes with the School Transformation Redesign Partner's coach and modify as needed to include the unaddressed areas or needs. Any significant changes will be presented to the Superintendent, school board members, and TEA for approval. The incorporation of the STEAM Academy in the district-created learning innovation framework will allow students to become adept at solving problems and developing critical thinking skills. Lessons will be designed with various entry points and challenges so students from all backgrounds and abilities can become engaged. The creation of open-ended activities and accepting many pathways to solving problems speaks to the diverse learners in classrooms. Teachers will design creative lessons that are project-based with real-world applications.

Management Plan:

The Principal and the Dean of Students will ensure the program receives consistent, high-quality management through consistent monitoring of student progress, analysis of assessment data, campus instructional and administrative data, and responses from the campus improvement team, parents and students. They will determine if the campus is demonstrating progress in meeting milestones and objectives in the grant application. Based on findings, a report will be prepared and submitted to the Superintendent for review.

Evaluation:

In order for the campus to monitor the attainment of the program's goals, strategies, and objectives, clearly specified and measurable processes and procedures will be in place. The evaluation process will include: conducting surveys to provide continuous feedback on the program; conducting classroom observations on a regular basis to provide the Principal and Dean of Students the opportunity to determine whether the STEAM Academy in the district-created learning innovation framework, instructional materials, and technology are having a positive impact on the teachers' ability to engage students and increase productivity; and reviewing student performance results, attendance data, test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the campus has demonstrated an increase in student/parent/teacher participation. The campus will utilize a variety of data tools, including eduphoria, ODMS from the Leveled Literacy Intervention (Fountas & Pinnell), Think Through Math, STEMscopes, and the School Transformation Redesign Partner's online data management and resource system.

Answers all Federal Statutory and TEA Requirements:

The district administrators, including Business Office personnel, met and reviewed the completed application to ensure that all Statutory and TEA Program Requirements were answered completely and accurately. A meeting was convened of all stakeholders to provide feedback and address any areas of concern. Responses were reviewed and addressed prior to the submission of the grant application.

Conclusion:

To ensure that all project participants remain committed to the success of the project, the campus received commitment from all participants, including administration, teachers, students, family, and community stakeholders. In order to ensure that participants remain committed to the success of the program, the following will be incorporated into the program design:

- a. Periodic additional surveys will be conducted.
- b. Winters Junior High School will create an actionable timeline and goals outlining their vision for learning in a School Transformation Redesign Partner-facilitated and Winters Independent School District-designed learning framework aligned to research-based best practices. The schedule for updates/reports will be included in the timeline.
- c. Winters Junior High School will partner with School Transformation Redesign Partner and participate in the patented coaching model to gain the fidelity and sustainability to leverage the district and campus talent pool garnering results.
- d. Winters Junior High School will partner with Burleson ISD STEAM Middle School to shadow the teachers and learn hands-on application of the curriculum and instructional practices. Plans are to allot common planning times for teachers per content area.

At the end of the grant period, the district plans to scale the learning innovation framework across all three campuses to provide sustainability for Winters Junior High School as well as seamless transitional learning for the entire student population. The framework will afford leaders, teachers, students, families, and the community a blended learning experience that will foster growth, build 21st Century skills, and prepare students for college and career goals.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 200-904			Amendment # (for amendments only):		
Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)					
Grant period: July 9, 2018 to July 31, 2020			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$2,000	\$0	\$2,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$200,750	\$0	\$200,750
Schedule #9	Supplies and Materials (6300)	6300	\$64,150	\$0	\$64,150
Schedule #10	Other Operating Costs (6400)	6400	\$15,200	\$0	\$15,200
Schedule #11	Capital Outlay (6600)	6600	\$17,900	\$0	\$17,900
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$300,000	\$0	\$300,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$300,000	\$0	\$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 200-904			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$1,785
26	6119	Professional staff extra-duty pay		\$0
27	6121	Support staff extra-duty pay		\$0
28	6140	Employee benefits		\$215
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$2,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$2,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 200-904		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions) Campus Partner will respond to the TEA Request for Qualifications to be named as a Transformation Partner	\$197,750
2	Augmented Reality and Virtual Reality Learning Experience Training	\$3,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$200,750
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$200,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 200-904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$64,150
Grand total:		\$64,150

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 200-904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$0
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$15,200
Grand total:		\$15,200

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 200-904		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	Augmented Reality and Virtual Reality Computers/Warranty	5	\$3,580	\$17,900
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$17,900

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	99	76%	
Limited English proficient (LEP)	10	7.7%	
Disciplinary placements	23	17.7%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	5	41.67%	
6-10 Years Exp.	0	0%	
11-20 Years Exp.	5	41.67%	
20+ Years Exp.	2	16.67%	
No degree		%	
Bachelor's Degree	12	100%	
Master's Degree	2	18%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							42	42	46					

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							6	6	6					12 (teachers instruct multiple grade levels)

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Schedule #13—Needs Assessment

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Systematic Process For Identifying And Prioritizing Needs:

Winters ISD analyzed the longitudinal data for Winters Junior High School and made the decision to apply for the 2018-2020 School Transformation Fund grant because it has been identified as a Title I Priority school for 2017-2018 and "Improvement Required" in both 2014 and 2016. The following table depicts the struggle Winters JHS has encountered during the years of STAAR Accountability and Texas school rankings, a clear indication of their low performance compared to other junior high school campuses:

	2013 Met Standard	2014 Improvement Required Indices 2 & 3	2015 Met Standard	2016 Improvement Required Indices 1 & 2	2017 Met Standard
Index 1	64/50	58/55	62/60	54/60	61/60
Index 2	32/29	23/28	42/28	29/30	41/30
Index 3	57/55	24/27	32/27	27/26	28/26
Index 4	N/A	21/13	26/13	19/13	27/13
SchoolDigger Ranking	1434/2027	1787/2027	1783/2027	1818/2027	1717/2027

Additionally, Winters ISD is comprised of three campuses, an elementary, junior high school, and high school. The vertical alignment impact of performance is felt at each subsequent level. Winters Elementary School was identified as a Title I Focus School from 2013-2014 through 2016-2017.

Current Achievement and Desired Outcome or Required Accomplishment:

Campus data was analyzed utilizing information from the Texas Academic Performance Report (TAPR), School Report Cards (SRC), and Texas Performance Reporting System (TPRS). The reports indicate significant gaps in student performance and behavior, as well as staffing. Additionally, disparities among student groups impact the student performance and behavior.

Student Data	Approaches Grade Level – All Grades				Student Groups Data				
	Reading	Math	Science	Social Studies	Hispanic (largest group by double)	Econ Dis	ELL	Disciplinary Placement	SPED
State	72%	79%	79%	77%	52.4%	59%	18.9%	1.4%	44.5%
District	66%	68%	70%	68%	62.7%	70.5%	4%	2.1%	49.1%
Campus	64%	58%	60%	44%	64.3%	60.7%	5.7%	5.7%	62.5%

Teacher Data	Experience (Beginning Teachers)	Experience (5 Years or Fewer)	Master's Degree or Above
State	7.8%	28%	24.2%
District	7.8%	28.7%	12.8%
Campus	18.4%	40%	3.6%

Source: 2016-17 Texas Academic Performance Report

Winters Junior High School, families, and the Winters ISD community desire a safe and equitable educational experience where all learners thrive and meet or exceed potential. By implementing the STEAM Academy through the district-created learning innovation framework in a blended learning environment, the students and staff will gain proficiency and confidence to take on challenges and develop solutions that require high-order thinking and problem-solving. Student performance will continue to improve, and students and staff will grow in content knowledge and skills.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Establish an innovative and engaging learning platform delivered in a student-centered blended learning environment that includes research-based assessment processes, and current trends in the instructional applications of dynamic technology to align instructional practices, ongoing-assessments, and student learning to State academic expectations	Address student and teacher apathy by engaging instructional staff in design steps that continuously integrate students and teacher participation in data collection to inform learning; establish multiple measures for demonstrating mastery of standards
2.	Job-embedded professional development to increase teacher and leader quality, proficiency, and effectiveness; training in technology effectiveness to integrate the blended learning framework	Immerse campus leaders and instructional staff in unit design and facilitation; orient all teachers and campus leaders in the School Transformation Redesign Partner's patented process for creating professional learning portfolios; choose campus leaders who will participate in the coaches academy; address the disparity in number of beginning teachers and those with fewer Master's Degrees; provide School Transformation Redesign Partner coaching follow-up support to establish built-in sustainability
3.	Engage in data disaggregation and targeted intervention to increase all students and specific student group performance; provide teachers training on learning the disaggregation process to take ownership of results; analyze gaps in learning and use the data analysis to inform instruction, communication with learners, intervention needs, special program needs, alignment of resources, rubrics, workshops, communication with family and other staff, assessments, and anticipated learner needs to significantly increase student performance	Engage instructional staff in the design steps that rely on data to inform decisions in creating inquiry-based units that include multiple forms of assessment; engage instructional staff in preparing facilitation materials for units and language acquisition feedback to continuously integrate students and teacher participation in data collection to inform learning; engage instructional staff in uniform tools designed to facilitate the data collection, analysis and dissemination process to close gaps and help with meeting district and State disparities
4.	Enhance campus climate and culture to become community-oriented with a growth mindset, build capacity with city leaders to develop a learning organization that is a student-centered and welcoming pillar of the local community, and establish relationship with Workforce Commission to provide GED and ESL prep for families	Engage stakeholders as a collective responsible and accountable unit in the strategic site design process to effectively begin creating the community-oriented process; facilitate the redesign of the learning organization to reflect common beliefs to a unified vision with goals and action plans to systemically function effectively; create a family, business, and community design team to provide an ongoing feedback loop; recruit a campus member (paid by Workforce Commission) to instruct families in GED or ESL preparation
5.	Provide flexibility in campus organization and procedures that allow students and staff ownership of the learning experience	Provide a safe, nurturing learning environment that meets the needs of all teachers and students; provide time for the coaches academy team to meet and work with other staff members; ensure an environment of diversity and equitable services that is welcoming to all families

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Schedule #14—Management Plan

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Junior High School Principal	<ul style="list-style-type: none"> • Texas Teacher Certification and Principalship/Mid-Management Certification and 18 years' experience • Experience with budgets, budget amendments, and budget changes • Experience with supervision of teachers and instructional programs • Experience with using data to identify whether research-based and vertically-aligned programs are effectively meeting campus, state and local standards and goals • Experience with analyzing data/training staff to analyze formative, interim, and summative assessment data • Experience with formative and summative assessment models and tools of high quality that reflect student growth
2.	Dean of Students	<ul style="list-style-type: none"> • Master's Degree in Educational Administration; Bachelor's Degree • Texas Teacher Certification, Principalship/Mid-Management Certification and 23 years' experience • Experience with budgets, budget amendments, and budget changes • Experience with supervision of teachers and instructional programs • Experience with using data to identify whether research-based and vertically-aligned programs are effectively meeting campus, state and local standards and goals • Experience with analyzing data/training staff to analyze formative, interim and summative assessment data • Experience with formative and summative assessment models and tools of high quality that reflect student growth
3.	School Transformation Redesign Partner Culture Design Strategist	<ul style="list-style-type: none"> • Bachelor's Degree, Interdisciplinary Studies, Math Minor; Master's Degree, Administration Leadership • Texas Educator Certifications – Superintendent; Principal; Elementary Self-Contained; Elementary Math and Reading • High level of content knowledge in designated content areas with experience in a leadership role working with other teachers of core content area(s) • Ability to problem solve, reason, and analyze; and display imagination, patience, creativity and sound judgment • Strong communication, public relations, and interpersonal skills • Experience coaching teachers to fidelity in the inquiry-based learning framework in Texas • Sets success criteria with districts and implements milestones along the way to ensure the project is on track and successful
4.	School Transformation Redesign Partner Coach	<ul style="list-style-type: none"> • Bachelor's Degree; Master's Degree • Texas Educator Certifications • High level of content knowledge in designated content areas with experience in a leadership role working with other teachers of core content area(s) • Ability to problem solve, reason, and analyze; and display imagination, patience, creativity and sound judgment • Strong communication, public relations, and interpersonal skills • Experience coaching teachers to fidelity in the inquiry-based learning framework in Texas

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Increase Student Performance	1.	Develop a Learner Profile	08/01/2018	06/30/2020
		2.	Cultivate a culture of critique to inform quality standards-aligned product designs and to determine language acquisition for effectiveness	08/22/2018	06/30/2020
		3.	Vertically align growth-designed, standards-based rubrics	08/22/2018	06/30/2020
		4.	Create an assessment calendar for standards-aligned formative/summative assessments	08/22/2018	06/30/2020
		5.	Fully implement a STEAM Academy through the district-created learning innovation framework/ coaches academy in blended learning environment	08/22/2018	06/30/2020
2.	Improve Teacher Quality and Proficiency	1.	Implement School Transformation Redesign Partner's patented learning innovation framework design process/ coaches academy	08/01/2018	06/30/2020
		2.	Establish a coaches academy team who shadows School Transformation Redesign Partner coach in year 1 and then in attends 2-day training and implements coaches academy at the campus in year 2	07/09/2018	06/30/2020
		3.	Teachers attend the School Transformation Redesign Partner's 3-day training and follow-up coaching sessions throughout the year	08/01/2018	06/30/2020
		4.	Attend STEAM Academy training and shadow teachers at a STEAM Academy campus	08/01/2018	06/30/2020
		5.	Provide capacity for the coaches academy team to become School Transformation Redesign Partner certified peer coaches for internal sustainability through shadowing in year 1 and 2-day training/follow-up coaching in year 2	07/15/2018	06/30/2020
3.	Improve School Culture and Climate	1.	Implement the School Transformation Redesign Partner's patented learning innovation framework design process/ coaches academy	08/01/2018	06/30/2020
		2.	Engage all stakeholders for an enhanced sense of community engagement/collaboration and shared identity	08/01/2018	06/30/2020
		3.	Develop and implement a STEAM strategy	08/22/2018	06/30/2020
		4.	Provide a safe, nurturing learning environment	08/22/2018	06/30/2020
		5.	Build internal capacity for leaders to shift campus culture through attendance at 1-day training and follow-up coaching	08/01/2018	06/30/2020
4.	Increase Family and Community Engagement	1.	Engage students, staff, family, and community in a strategic design process for the campus	08/01/2018	06/30/2020
		2.	Engage community/business partners in launching units as expert resources and authentic audiences	08/22/2018	06/30/2020
		3.	Provide opportunities for students (and families) to experience on-site research and field experiences in community and business organizations	08/22/2018	06/30/2020
5.	Improve Attendance and Student Behavior	1.	Provide student and teacher attendance incentives	08/22/2018	06/30/2020
		2.	Convene a campus discipline team with all stakeholder representation to develop a student behavior plan that holds all stakeholders accountable for their role and monitor at intervals	08/01/2018	06/30/2020
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and Procedures for Monitoring Attainment of Goals and Objectives:

The process for monitoring the attainment of goals and objectives begins prior to the start of school during staff professional development days. At the first PLC meetings, teachers and administrators analyze student data and establish a timeline for benchmarks, interventions and summative assessments. Faculty and PLC meetings are scheduled throughout the year to monitor the attainment of goals and objectives and review data. Winters Junior High School currently utilizes Eduphoria for monitoring teacher goals and their established timeline for meeting classroom goals and student growth objectives. The Eduphoria program is also used to disaggregate the data to determine specific student needs.

Adjustment Procedures:

Intervention actions will be taken by teachers to increase student performance indicated by data. The interventions will be timely and target the specific skill deficiencies indicated by the data, and provided for all students who are not performing according to their growth objectives, including students who are performing above grade level. Scheduled review of the School Improvement Plan will allow administrators and teachers to make adjustments to timelines, as well as organizational and procedural practices indicated by data to ensure the goals and objectives are being met in the most effective and efficient manner. This will include an assessment of all teachers' growth toward performance standards twice annually and changes made based on results. Teachers will also be assessed on growth toward the School Transformation Redesign Partner's best practices at least on a quarterly basis. Administrators and teachers will collaborate with the School Transformation Redesign Partner-assigned coach to calibrate the learning innovation framework implementation. Coaches academy members will shadow the School Transformation Redesign Partner coach during year 1 and provide classroom coaching during year 2. The district and campus will ensure the coaches academy team has support to provide peer coaching and interventions for other staff members.

Communication Procedures:

Communication is one of the key components for the successful and responsible rollout of the grant program. To provide ongoing awareness of the day-to-day grant activities, celebrations, and adjustments, newsletters, notices, etc. will be sent home with students. Campus and district website postings and social media postings will also be used as a means of broadcasting information. Regularly-scheduled family and community meetings will be held to discuss grant goals and objectives to solicit feedback from all stakeholders to make any adjustments. Campus and District Improvement Teams will meet and review the goals, objectives, and family and community feedback before formalizing revisions to the project. Any revisions will be placed on the Board of Trustees Agendas as status updates prior to implementation.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Winters ISD and Winters Junior High School will provide program resources to support the proposed School Transformation Fund Redesign Program with existing technology equipment and training materials. The campus acknowledged the need for student technology requirements and provided one-to-one devices this year that will serve the campus well in the new initiative. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVDs, projectors, document readers, etc., as well as participate in staff trainings and meetings. In addition, the campus will utilize existing staff to provide support to the STEAM Academy through the district-created learning innovation framework.

The district and campus also realize the importance of genuine commitment to a new initiative. The implementation of a STEAM Academy through the district-created learning innovation framework requires coordination and collaboration from the district, implementing campus, and the elementary and high school campuses. All stakeholders need to stay informed and participate in the project to ensure success.

District administration recognizes the need to:

- Operate schools based on needs assessments and with varied levels of autonomy, coaching, support and guidance
- Help campus administrators develop their knowledge base and skills necessary to lead a campus community with shared efforts, interests, beliefs, and goals to achieve a common vision
- Provide consistent and frequent opportunities for district curriculum and instruction administrators to shadow campus professional development and coaching efforts during the grant period to effectively provide seamless, continued service to campus staff beyond the grant period
- Provide support for the coaches academy team to carry out the classroom observations
- Support campus efforts for multiple data sources to accurately and frequently assess reform efforts and inform subsequent efforts
- Sustain a district showcase of projects after the grant period ends
- Facilitate communication across campuses to allow students, teachers, and administrators opportunities for broader collaboration efforts
- Sustain reform efforts, supported by data, proven to have the greatest effect on increased teacher quality, leadership development, and increased student performance

Campus administrators are dedicated to:

- Embracing the strategic site redesign process and the responsibilities for ongoing communications with varied stakeholders necessary to create a healthy campus culture
- Regularly meeting with stakeholders to gain multiple perspectives and interests on campus transformation activities to influence redirection where appropriate
- Frequently using multiple communication devices and media to naturally bridge school and community interests and keep all stakeholders involved and informed
- Encouraging and supporting teachers to grow with the implementation of a STEAM Academy through the district-created learning innovation framework and coaches academy
- Actively participating in leadership development and coaching professional development outlined in the grant activities and attain certifications necessary to create campus learning and professional development systems with the capacity to self-sustain professional learning and coaching efforts after the grant period
- Supporting, guiding, and coaching teachers as they transform traditional classroom environments into learner-focused STEAM environments with strategic use of TEKS-aligned curriculum, instruction, and assessment infused with learner autonomous opportunities and expectations of technology-rich platforms

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Schedule #15—Project Evaluation

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Analyze the STEAM Academy and district-created learning innovation framework effectiveness using data on student growth in performance as measured by State assessments	1.	Individual student growth in "Approaches Grade Level" STAAR results from 2018 to 2019 and 2019 to 2020 in content areas all students and all student groups
		2.	Individual student growth in "Meets Grade Level" STAAR results from 2018 to 2019 and 2019 to 2020 in content areas all students and all student groups
		3.	Individual student growth in proficiency on TELPAS from 2018 to 2019 and 2019 to 2020
2.	Analyze the district-created learning innovation framework effectiveness using data on student growth in college/career readiness skills identified as communication, collaboration, critical thinking, creativity, professional ethics, autonomy, engagement, and self-efficacy	1.	Increase in student acquisition of college and career readiness skills through engagement and proficiency in STEAM activities and Learner Profile
		2.	Student attendance will increase as an indicator of engagement
		3.	Discipline referrals will decrease as an indicator of professional ethics and engagement; student growth in college and career readiness skills will be measured through the School Transformation Redesign Partner's patented life ready skills assessment
3.	Analyze the district-created learning innovation framework and coaches academy effectiveness using evidence of practice in the School Transformation Redesign Partner's online resource and data management system, observations, and coaching conversations to determine teacher growth in understanding of the learning framework, design, facilitation, assessment, intervention practices, and understanding of the standards	1.	Increase in student performance as indicated on STAAR, TELPAS, and other assessments will be indicators of teacher growth
		2.	Increase in student acquisition of college and career readiness skills through engagement and proficiency in STEAM activities and Learner Profile
		3.	Progress toward earning badges based on evidence submitted during coaching in each teacher's reaching a level 3 in Best Practices as indicated in the School Transformation Redesign Partner's online resource and data management system
4.	Analyze professional learning model effectiveness using evidence of practice in the School Transformation Redesign Partner's patented portfolio to determine leader growth in understanding of the learning framework, coaching design and facilitation, and developing systems to support teachers, ELLs and overall student growth	1.	Increase in student performance as indicated on STAAR, TELPAS and other assessments
		2.	Teacher and leader the School Transformation Redesign Partner's online resource and data management system badge recognition will reach 50% of staff in year 1 and 80% in year 2
		3.	Progress in leadership based on evidence submitted during coaching in each leader's School Transformation Redesign Partner's patented portfolio reaching a level 3 on leadership standards as indicated in the School Transformation Redesign Partner's online resource and data management system; coaches academy members will earn the School Transformation Redesign Partner's patented coach certification in year 2
5.	Analyze transformation redesign effectiveness using data from focus groups and surveys of family, staff, students, and community	1.	Campus will progress in measures of engagement, autonomy, hope and learning orientation as evidenced on annual surveys
		2.	Increased levels of family, staff, and community engagement will be reported on district survey on school climate and in focus groups
		3.	Increased levels of confidence in schools of families, staff, and community will be reported on district survey on school climate and in focus groups

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Schedule #15—Project Evaluation

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student Academic Performance

Data Collection: Data on individual student academic performance will be collected formatively and summatively throughout the school years. Formal summative evaluation of student data will occur annually upon review of State assessment results. Data will be disaggregated by student, classroom, student group, and campus and analyzed for growth. In addition, ELL data from the language acquisition approach will be analyzed.

Problem Identification and Correction: For individual students, if formative assessments reveal a lack of progress in mastery of the standards, teachers will take corrective action through inviting students to small-group direct instruction workshops for re-teaching differentiated based on need, providing additional practice opportunities and working with students one-on-one to provide interventions using research-based strategies. If evaluation of student standardized assessment data shows a lack of individual student growth, a lack of growth in a particular student group, classroom group or campus overall, data will be disaggregated further to pinpoint high priority standards. Unit designs will be analyzed based on standards that are identified and corrections made to unit designs to better match the depth and complexity of the standards. If a particular student group has identified problems or needs based on data, a team of campus leaders will design interventions to address the problems identified.

Student Growth on College and Career Readiness Skills

Data Collection: Data on individual student growth on college/career readiness skills will be collected formatively and summatively. Student attendance and discipline data will be reviewed with teachers and the Dean of Students each grading period.

Problem Identification and Correction: If individual students are lacking growth, it is likely to be identified in the classroom during formative and summative assessments and corrections will be made including conflict resolution, additional goal-setting, redirection to the protocols, and individual interventions. If the campus as a whole is not exhibiting growth in one or more of the skills, an intervention plan will be constructed with the leadership team to make adjustments to the rubrics and/or assess teacher fidelity in the model and make adjustments in coaching. If student growth does not correlate to classroom formative and summative assessments on the same skills, teacher coaching on effective assessment practices and design will be used as correction.

Teacher and Leader Effectiveness

Data Collection: Besides the association of data on student performance and growth in academics and college/career readiness skills as a means of assessing teacher and leader effectiveness as outlined above, observations of classroom practice, coaching sessions with teachers and leaders, and curriculum designs will be assessed through the evidence of practice submitted in the School Transformation Redesign Partner's patented portfolio. Campus leaders will calibrate with coaches on evaluating the evidence submitted for mastery of the standards for designers and facilitators.

Problem Identification and Correction: When teachers or leaders are failing to grow toward mastery of the standards for their roles according to the expectations for level 2 mastery by the end of semester one and level 3 mastery by the end of year one, coaching sessions and workshop sessions will be redirected to address the problem. If interventions are still unsuccessful in resulting in growth, an individual, formal plan for growth will be developed. If documented evidence of growth is still lacking, the person will be placed on a growth plan.

School Environment

Data Collection: Surveys, focus groups, and district/campus climate surveys will be used for data collection annually. Attendance data and discipline data with regards to environment will also be collected and analyzed on a quarterly basis for improvement.

Problem Identification and Correction: If engagement data for students, staff, families, or community are not showing improvement, a campus team made up of these members will create a plan for analyzing and correcting the problem. If student attendance or discipline data does not improve, the team will analyze the data and interview students to identify the problem and make a plan for corrections.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Support the Priority School with the Development and Implementation of a Targeted School Improvement Plan: Winters ISD will support Winters Junior High School in the development and implementation of a targeted school improvement plan through a comprehensive needs assessment process. The ultimate objective of the targeted school improvement plan will be to improve student performance by enhancing curriculum delivery in a STEAM Academy through the district-created learning innovation framework in a blended learning environment. This will be accomplished by creating a positive environment for learning, improving teachers' proficiency, establishing a campus coaches academy, and increasing family involvement in their child(ren)'s education at school and in the home. Once developed, the targeted school improvement plan will serve as a road map that will identify the changes needed to improve student performance with a strategic, responsible rollout timeline.

Prior to grant implementation, Winters ISD will contract with the School Transformation Redesign Partner selected to serve. With the support of the district and School Transformation Redesign Partner, Winters Junior High School will implement the STEAM Academy through the district-created learning innovation framework in a blended learning environment. Furthermore, the campus will select leaders with proven instructional skills to establish a coaches academy trainer-of-trainers model to build internal capacity and sustainability.

All component levels of the framework are designed to work together through a cycle of continuous improvement to produce systemic transformation. These components follow the Texas Accountability Intervention System elements of District Commitments, Support Systems, Critical Success Factors, and Continuous Improvement. In support of the implementation of the transformation, Winters Junior High School will host events in which teachers, school leaders, school councils, families, and community members will be invited. The events will allow various stakeholders the opportunity to analyze current student data and provide suggestions and feedback on needed improvements for the school. Furthermore, as indicated above, the district will commit to:

- **Operational Flexibility:** district will allow resources, processes, and practice alignments to meet identified critical needs
- **Clear Vision and Focus:** district and campus will articulate a focus on student performance for all student groups, and detailed plans and systems aligned to the vision will be developed
- **Sense of Urgency:** district and campus will set a priority and take action to change ineffective practices and processes that impede student success
- **High Expectations:** explicit, rigorous standards will be in place for student learning, and they will be evident and understood by all and include a commitment to providing a timely response and/or adjustment if goals are not met
- **District-Wide Ownership and Accountability:** district leadership will recognize and accept responsibility for all levels of performance and transparently interact with stakeholders to plan and implement improvement initiatives, and engage in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas

Through the partnership with School Transformation Redesign Partner and with the support of the district, Winters Junior High School can successfully achieve the desired results of accelerated student performance, system transformation through the implementation of the STEAM Academy through the district-created learning innovation framework and coaches academy in a blended learning environment, heightened engagement of family support, and sustainability.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitor Schools Receiving Title I Funds:

As a Title I Priority School that receives funding under this title, the district has established protocols for monitoring student performance, implemented strategies, and teacher proficiency. This includes regular meeting with campus administration to review student performance data, including report cards, benchmark assessments, STAAR results, and teacher growth data.

Monitor Targeted School Improvement Plans Upon Submission and Implementation:

As described on Schedule 14-Management Plan and Schedule 15-Program Evaluation, the district has established objectives and milestones, identified evaluation methods, set associated indicators of accomplishments, and developed data collection processes. The milestones and associated indicators will be tied directly to the Targeted School Improvement Plan. By monitoring the objectives with milestones and indicators utilizing the defined evaluation methods and data collection processes, Winters ISD and Winters Junior High School will also be able to monitor the implementation of the Targeted School Improvement Plan. The School Transformation Redesign Partner will provide teacher and administrator performance data in an online data management system as well. This online system also includes a component for managing high-quality, TEKS-aligned units. The coaches academy team will examine all data and provide feedback as well.

Implement Additional Action Following Unsuccessful Implementation After a Number of Years Determined by the District:

It is understood that real change takes time. Therefore, the Targeted School Improvement Plan will be designed as a multi-year plan. Year 1 will include the addition of the STEAM Academy through the district-created learning innovation framework and coaches academy in a blended learning environment. The remaining portion of year 1, as well as any subsequent years will serve as implementation years. The Targeted School Improvement Plan will be used as a working document to monitor progress over time. The Superintendent will review the Targeted School Improvement Plan with the Principal and Dean of Students on a regular basis and be provided with regular updates on the implementation of the plan. If needed, necessary revisions will be made to ensure the plan stays on track. Changes may include adjusting the timeline and/or changes to organizational and procedural practices as indicated by data. If changes are made to the Targeted School Improvement Plan, a status update will be placed on the School Board's Agenda. This will allow stakeholders the opportunity to provide feedback and suggestions. In addition, notices will be sent home with students, and the campus and district website will post notices, detailing any changes to the Targeted School Improvement Plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rigorous Review Process:

The Winters ISD Business Office is responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all external partners. The Business Office oversees the implementation and consistent application of sound management practices and controls, including, but not limited to, transparent financial reporting and analysis, cash flow, debt management, the procurement process, risk management, and managing/monitoring the budget. Financial and Budget Services prepares budget information, financial data, and fiscal reports and information for the public, Superintendent, Board of Trustees, the Budget Review Committee, schools, city, county and state fiscal authorities. Contract and Procurement Services establishes and administers district-wide contracts for goods and services; reviews purchase requests for compliance with state laws, board policy, and administrative regulations; issues purchase orders for equipment and services requested by schools and departments; acts as supplier liaison; and provides guidance and training related to purchasing.

Winters ISD utilizes a rigorous review process for screening and selecting external providers. The reasons for hiring an external provider are based on the Comprehensive Needs Assessment and Campus Improvement Plan. Stakeholders are engaged in determining the need to hire external providers and ensure the entire process is transparent and fair. Specific goals and objectives are discussed with the external provider, including measurable expectations and the criteria to evaluate the external partner. The budget is reviewed to ensure adequate funding to support the external partner for the duration of the project. The campus team utilizes the Contract and Procurement Services policies for securing contracted services to determine experience and qualifications to meet specific school improvement goals and to determine a history of prior success in positively impacting student performance in lower-achieving schools.

The following criteria were taken into consideration when selecting the School Transformation Redesign Partner as the technical assistance provider:

- Proven history of success with Title I and TTIPS campuses
- Proven history of success with other districts and campuses in Texas
- Texas-based company with coaches who understand Texas standards and accountability that is critical to coaching teachers
- Online access to a database of TEKS-aligned content units (over 25,700)
- The School Transformation Redesign Partner's units are based on standards-aligned design and best practices in classroom assessment and individual standards-mastery
- Online access to teacher support resources for just-in-time learning and virtual coaching
- Opportunity to collaborate with other Texas campuses through the online system
- Comprehensive system of services including training, coaching, and strategic design of systems and community engagement which can address transformation as a whole rather than a piecemeal approach
- Commitment to coaching teachers for growth and proven success with growing teachers
- Coaching model based on clear standards and an online system for teachers and leaders to submit evidence of growth aligned to standards
- Service to build internal capacity for sustainability of the implementation on the campus after the grant period is over
- Partners with other trusted service providers to provide an integrated solution that can be seamlessly understood and implemented by teachers

Evaluation:

Contracts will be negotiated annually based on evaluation of services rendered as determined by Winters Junior High School and Winters ISD Administration. The district will monitor the effectiveness of the implementation by conducting classroom walkthroughs focused on the level of expected implementation by the teacher. In addition, the district will ensure that academic goals are being met by monitoring results from all benchmark assessments and working with the School Transformation Redesign Partner to adjust instruction to meet students' needs as appropriate. Evaluation processes will include staff surveys, partner reports, and performance outcomes with regards to service.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Winters ISD will work with Winters Junior High School to align and supplement existing resources, goals, and interventions including personnel, technology and infrastructure, curriculum, software, facilities, and trainings in order to support and effectively deliver a comprehensive school transformation redesign plan. Key existing resources and interventions that will continue to be utilized and aligned are:

- Fountas and Pinnell Literacy Resources (Title I, 1003 School Improvement Priority Grant) – Provides effective small-group instruction for students who find reading and writing challenging with engaging leveled libraries
- STEMscopes (Title I, 1003 School Improvement Priority Grant) – Provides a digital science solution with connections to effective STEM instructional practices, that improve student performance and increase the engagement of families through high-quality, standards-aligned, hands-on digital STEM curricula and resources
- Mentoring Minds (Small Rural Schools Funds) – Provides critical-thinking resources to improve student performance with State standards-aligned resources that support rigorous instruction for use in the summer program to target students who are struggling with math and did not meet standards on the STAAR assessment
- District-led Curriculum Guide Writing Teams (Local Funds) – Provides the capacity to develop content-area TEKS-aligned curriculum guides in ELA, math, science, and social studies with campus teachers identified as content experts during summer workshops
- Think Through Math (Local Funds) - Builds conceptual understanding, problem solving skills, and a resilient attitude towards math in grades 6-8 and Algebra 1 and includes formative assessments to personalize learning paths; provides access to 500 plus interactive lessons and live on demand, 1:1 instruction from certified math teachers; benchmark assessments are powered by the Quantile Framework.
- Math Warm-ups (Title I, 1003 School Improvement Priority Grant) - Questions included in Math Warm-Ups are developed using real-life scenarios and socially diverse names; helps students relate to the curriculum and see the relevance of math in their everyday lives; teachers often comment about the innovative questions Math Warm-Ups uses to test the same old math concepts
- Branching Minds (Title 1 Funds) - Uses universal screeners or benchmarking exams to find students who are in need of extra learning support; understands student strengths and challenges across academic, cognitive, social-emotional and behavioral skills; meets each student's challenges head-on with evidence-based interventions matched to their needs; creates collaborative intervention plans, tracks progress and communicates easily across staff and family

These expenditures and activities are supplemental to and do not supplant nor duplicate services currently provided. The proposed program will be utilized to supplement and enhance services currently offered through the use of federal, state, and local funds. In this manner, the district will ensure that these acquired funds will be used to supplement and not supplant State and local funds. Furthermore, Winters ISD ensures that the campus served with the grant funds will receive all of the State and local funds it would have received in the absence of this award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Modify Practices and Policies to Provide Operational Flexibility:

The district will modify practices and policies to provide Winters Junior High School leadership and the School Transformation Redesign Partner operational flexibility to fully develop and implement a school transformation redesign. District and campus data shows that Winters Junior High School has a unique student population with unique needs and challenges. Winters Junior High School will be provided the flexibility to modify campus policies and instructional methods to improve student performance. The district and campus staff will review staffing policies, existing curriculum, class schedules, school calendars, and more to determine immediate changes for effective implementation of the STEAM Academy through the district-created learning innovation framework and coaches academy in a blended learning environment.

Changes may include STEAM/Robotics initiatives integrated into the campus culture utilizing various methods:

- STEAM Robotics Program - Will allow interested students to build robots utilizing STEAM kits. Participating students will also attend STEM competitions.
- STEAM Lab - Grant funds will be utilized to purchase supplies and manipulatives needed in the STEAM Lab.

Enables Full and Effective Implementation of Plans:

Prior to approving modifications for the practices and policies to be implemented at the campus, data will be provided that demonstrates the research-based effectiveness of the proposed changes. District and campus leaders, along with the coaches academy team, will review the data and make recommendations. If the proposed modifications are deemed valid, the Targeted School Improvement Plan will be modified to reflect. These changes will be monitored for effectiveness and updated as data indicates.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Winters Junior High School developed a plan that uses evidence-based strategies to implement successful school transformation redesign. The following initiatives will be implemented or maintained to ensure a high-quality learning experience for all students. Students and staff will grow from the proven strategies that will impact the district as a whole:

1. **Rigorous College Preparatory Curriculum and Instruction:** Winters Junior High School will be redesigned as a STEAM campus. STEAM education is considered crucial to educate and prepare the next generation of the workforce to allow this generation to create jobs and grow the United States and global economy. The campus will partner with Burleson STEAM Middle School for experience and support in the implementation.
2. **Family Engagement:** Family and community engagement is an important component for student success. Winters Junior High School will utilize proven family engagement strategies published by the U.S. Department of Education Support and Texas Education Agency, using a variety of events to proactively educate all stakeholders with an emphasis on families with language barriers and/or educational disparities.
3. **Research-Based Literacy Approach:** Winters Junior High School will continue to use Fountas and Pinnell resources to sustain a comprehensive, systematic design for high-impact literacy instruction.
4. **Research-Based Science Curriculum:** Winters Junior High School will continue to use STEMscopes as a digital science solution to allow teachers to share best practices and lessons.
5. **Research-Based Math Intervention:** Winters Junior High School will continue to use Mentoring Minds for a summer math intervention resource for students who do not meet State standards on the STAAR assessment.
6. **Highly Qualified and Certified Staff:** Winters Junior High School will work with district leaders to ensure that all staff is certified and highly-qualified to teach in the content areas. Additionally, teachers will grow in utilization and expertise of research-based best practices and earn accomplishment "badges" in the School Transformation Redesign Partner's online resource and data management system with evidence of meeting criteria.
7. **Content Curriculum Guide Development:** Winters Junior High School will continue to work with all district campuses to create and revise content curriculum guides for ELA, math, science, and social studies.
8. **Ongoing, High-Quality Staff Development:** Winters Junior High School will partner with the School Transformation Redesign Partner for training and ongoing coaching support in a blended learning framework. The School Transformation Redesign Partner's proven system of coaching creates a collaborative, collegial conversation focused on personalized, attainable growth for teachers utilizing the power of goal-setting, self-reflection and performance-based coaching. An individualized coaching timeline that sequences the School Transformation Redesign Partner's patented high-yield life ready best practices ensures a targeted, intentional plan for improvement is developed and ultimately documented as growth for each and every teacher. Additionally, a coaches academy team of campus leaders will be trained to deliver the coaching to other staff members. Through the training and coaching, the campus will have the fidelity and sustainability to leverage district and campus talent pool garnering results. Research bears that the only way to ensure a return on investment in professional learning and human capital is through coaching.

Type of PD	Knowledge	Skill	Implementation
Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice/Feedback	60%	60%	5%
Coaching	95%	95%	95%

Joyce, B and Showers, B. *Professional Development that Impacts Student Achievement*.

The use of evidence-based strategies will increase student academic performance to prepare students for high school success and entrance into postsecondary education. The STEAM Academy through the district-created learning innovation framework and coaches academy in a blended learning environment will provide students and staff the opportunity to grow and develop through the blended learning environment.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☐ Talent Transformation Model☒ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How the Transformation Will Improve Student Outcomes:

Winters Junior High School will utilize grant funds for its school transformation plan to implement a STEAM Academy in the district-created learning innovation framework and coaches academy that will result in higher student performance outcomes as well as building staff, student, family, and community engagement. The campus, with district support, researched evidence-based practices that have been successful in improving outcomes in demographics that are comparable to Winters Junior High School in another STEAM middle school.

Winters will partner with Burleson STEAM Middle School to gain knowledge regarding successes and challenges from their three (3) years of experience with a STEAM Academy. Burleson STEAM Middle School has partnered with the School Transformation Redesign Partner for the last two years to implement their STEAM Academy in a blended learning framework. The data for Burleson STEAM Middle School shows the campus exceeding State and district percentages for *STAAR Percent at Approaches Grade Level or Above All Grades* in 2016 and 2017 with one exception of social studies (where they scored 85% and 72%). The campus also earned Academic Distinctions in 2016 for Academic Achievement in English Language Arts/Reading, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness. In 2017, distinctions were earned for Top 25 Percent: Closing Performance Gaps and Postsecondary Readiness. With the support of the School Transformation Redesign Partner's coaching on the district-created learning innovation framework and added benefit of partnering with Burleson STEAM Middle School, the transformation redesign of Winters Junior High School will positively improve student performance and likely earn the campus Academic Distinctions awarded by TEA.

Winters ISD committed to supporting the transformation redesign of a STEAM Academy through the district-created learning innovation framework and coaches academy by evaluating capacity and putting systems in place to address disparities. The campus leader is a critical element to successful implementation, and the Winters Junior High School principal is committed to lead the implementation. The district is also committed to monitoring the progress of the campus and supporting the growth of the principal, recognizing the progress of the campus under the framework, rewarding positive steps, identifying problems, and making necessary corrections for the campus to truly transform and student performance to improve.

Any new change requires adequate communication to all stakeholders to garner their support for improved student performance. Winters ISD will create a communication plan to support the campus by providing clear and consistent messaging to families, communities, and staff in advance of the transformation redesign process if this campus is selected for funding.

Teacher growth on the campus is the key to implementation and sustainability, and the School Transformation Redesign Partner's patented coaching model will ensure that success during the transformation redesign. District curriculum and instructional personnel will attend trainings and shadow coaching sessions so messages and expectations are aligned from the district to the campus and teachers are not inhibited by conflicting sets of expectations. In addition, these actions on the part of the district will lead to sustainability of the model after the grant period. The district will also support the campus leader in recognizing and assessing teacher growth, and in correcting (or removing) teachers who are not demonstrating commitment and growth in the transformation redesign.

How the Applicant Will Apply Lessons Learned:

In conjunction with the School Transformation Redesign Partner, the Winters ISD will ascertain if additional resources and systems are necessary to support Winters Junior High School to fully and effectively implement the transformation redesign. Close attention will be paid to successes and challenges encountered by staff, students, families, and community stakeholders. The district will analyze data to further determine lessons learned and applications throughout the district. It is the intent of the district to scale the learning innovation framework across its three (3) campuses to produce stable, sustainable higher student performance.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the [Lone Star Governance Participant Manual](#)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent, in collaboration with the Board of Trustees, developed a vision and theory of action outlined in the Winters Independent School District Improvement Plan to increase student performance and close learning gaps for all students. It was determined that all campuses would enact instructional interventions and practices to ensure the overarching goal that a minimum of 95% of students will demonstrate at least one year of academic growth. An emphasis was placed on math and reading with integration into all content areas to target closing learning gaps. To align curriculum vertically across campuses and build capacity in teacher proficiency, the district committed to convening summer grade level, content-area teams to write and maintain curriculum guides. This effort will provide a framework throughout the grade levels to spiral curriculum and integrate contents, expressively with the emphasis on math and reading. In addition to the instructional measures and practices implemented to increase student achievement, the district and campus climate and culture have been enhanced by deliberate strategic actions that build a community growth mindset. The district contacted city officials to collaborate and bring talent to the district. Family relationships were strengthened through an effort to bring ESL and adult education classes for hesitant individuals who may suffer from learning and language disparities. These actions are in place to accomplish the district's and Board of Trustees' outcome goals of:

1. Every student is provided the opportunity to display continuous improvement toward excellence in academic achievement.
2. The district will strengthen community partnership and increase parental involvement.
3. The district will recruit, train and retain highly qualified and motivated staff to promote a positive influence on all students.
4. The District will maintain a safe and disciplined environment conducive to student and employee effectiveness.
5. The district will maintain multi-year plans for continuous district improvement.
6. The District provides stable finances for growth including responsible use of funds, appropriate fund balance, and the pursuit of additional funding sources.

The implementation of the School Transformation Fund grant aligns to and accelerates the broader strategy and theory of action of the district. Teacher and leader effectiveness at Winters Junior High School will increase and be assessed through multiple measures of T-PESS and T-TESS standards, the School Transformation Redesign Partner's growth in best practices, curriculum design, and student performance outcomes. Technology literacy and integration will be expanded through the blended learning process. Teachers and staff members at Winters Junior High School will acquire the capacity needed to integrate technology effectively into curriculum through research-based professional development. Engagement data for students, staff, families, or community will grow, monitored by a campus team made up of these members. Families with learning and language barriers will gain confidence as they sense acceptance and recognition as part of the enhanced culture. Student attendance or discipline will improve as a result of the engagement as well. Postsecondary readiness will continue to evolve through the implementation of a STEAM Academy and the district innovation learning framework. Student performance in all State-assessed content areas will continue to increase as well.

At the end of the grant period, the district plans to scale the learning innovation framework across all three campuses to provide sustainability for Winters Junior High School as well as seamless transitional learning for the entire student population. Coaches academy team members will prove invaluable for this process. The framework will afford leaders, teachers, students, families and the community a blended learning experience that will foster growth, build 21st Century skills, and prepare students for college and career goals.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Any change requires ongoing, robust communication to all stakeholders. The transformation model is a concise design process for campus leaders to engage the campus communities in conversations and decisions about the future for learning frameworks. The process includes gathering specific input from various stakeholders and building capacity within the community for making decisions about local accountability expectations and multiple pathways for learners based on solid data. District Improvement Team meetings and Campus Improvement Team meetings have been held to provide information about the School Transformation Fund grant and to provide a forum for meaningful discussions. The District Improvement Team and the Campus Improvement Team enjoy a diverse group of people including, but not limited to parents, staff members, and community representatives from all backgrounds.

On a weekly basis, Winters Junior High School staff members have received the School Transformation Redesign Partner and STEAM Academy information during faculty meetings. Information about the Burleson STEAM Middle School model has been shared, and time has been allotted for input and questions. Professional development requirements and training opportunities have been identified and shared with the faculty through targeted conversations.

During the 5th grade parent forum, families of upcoming 6th graders were informed about the possible transformation of Winters Junior High School through the grant. Families were given the opportunity to ask questions and share their thoughts or concerns. These meetings will continue throughout the summer in preparation for the transformation with all three grade levels. Winters Junior High School employs a variety of communication avenues through the district website, parent letters, newsletters, and face-to-face meetings.

The district and campus realize the importance of genuine commitment to a new initiative. The implementation of a STEAM Academy through the district-created learning innovation framework requires the coordination and collaboration of all stakeholders to be successful. The stakeholders need to stay informed and participate in the project to ensure this success, and Winters ISD will maintain communications to support the campus by providing clear and consistent messaging on project implementation, challenges, and goal attainment to families, communities, and staff during the transformation redesign process if this campus is selected for funding. The district will also stay connected with stakeholders with regards to scaling the learning innovation framework across the district in an effort to improve student performance throughout all grade levels. The recurrent and transparent communication efforts will enable all participants to assume ownership and make informed decisions regarding sustainability and possible corrective measures.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 200-904

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Winters ISD staff will offer support to manage the transformation redesign strategy at Winters Junior High School. The Superintendent of Schools, along with the Board of Trustees, is committed to implementation with fidelity the STEAM Academy through the district-created learning innovation framework. The Winters Junior High School Principal and Dean of Students will directly supervise the implementation process to ensure that all elements are included. Operational flexibility will be provided and monitoring of impact and results will be executed at specified intervals. Interventions and strategies will be adjusted based on meeting or not meeting goals. These interventions are the specific actions being taken by campus staff, mainly teachers, to increase student performance. The Superintendent, Principal, Dean of Students and Business Manager will work closely with the School Transformation Redesign Partner as the technical assistance partner to ensure a seamless and responsible rollout of the STEAM Academy through the district-created learning innovation framework.

The Business Manager will oversee the implementation and consistent application of sound management practices and controls. Financial and Budget Services will prepare budget information, financial data, and fiscal reports as needed for grant management. Contract and Procurement Services will establish and administer contracts for required goods and services; review purchase requests for compliance with state laws, board policy, and administrative regulations; issue purchase orders from grant funds for equipment and services requested by Winters Junior High School; and act as the supplier liaison.

Qualifications:**Winters ISD Superintendent**

- Master's Degree in Education
- Texas Teacher, Principalship/Mid-Management, and Superintendent Certification and 38 years' experience
- Thorough knowledge of school law, board policy, finance, and curriculum and instruction
- Experience with management of budgets, implementation of policy and procedures, and interpreting data

Winters Junior High School Principal

- Master's Degree in Educational Administration; Bachelor's Degree
- Texas Teacher Certification and Principalship/Mid-Management Certification and 18 years' experience
- Experience with budgets, budget amendments, and budget changes
- Experience with supervision of teachers and instructional programs
- Experience with using data to identify whether research-based and vertically-aligned programs are effectively meeting campus, state and local standards and goals
- Experience with analyzing data/training staff to analyze formative, interim, and summative assessment data
- Experience with formative and summative assessment models and tools of high quality that reflect student growth

Winters ISD Business Manager

- Bachelor's Degree in Business Administration; Registered Texas Business Official
- Five years' experience as Texas School Business Manager and 19 total years school experience
- Experience with budgets, accounting systems, federal programs, grant management

Winters Junior High School Dean of Students

- Master's Degree in Educational Administration; Bachelor's Degree
- Texas Teacher Certification, Principalship/Mid-Management Certification and 23 years' experience
- Experience with budgets, budget amendments, and budget changes
- Experience with supervision of teachers and instructional programs
- Experience with using data to identify whether research-based and vertically-aligned programs are effectively meeting campus, state and local standards and goals
- Experience with analyzing data/training staff to analyze formative, interim and summative assessment data
- Experience with formative and summative assessment models and tools of high quality that reflect student growth

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 200-904

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Texas Education Agency
Standard Application System (SAS)**

<u>Schedule #18—Equitable Access and Participation</u>				
County-District Number or Vendor ID: 200-904		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 200-904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 200-904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 200-904

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 200-904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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